

***Assessment of  
HKDSE Category B  
Applied Learning Subjects  
(2024-26 Cohort)***

***8 May 2023***



香港考試及評核局  
Hong Kong  
Examinations and  
Assessment Authority

# Assessment of ApL Subjects

- Category B elective subjects under HKDSE
- **No public exam** in ApL subjects
- HKDSE results based on completion of 6 – 10 assessment tasks
- **Assessments designed and implemented by Course Providers (CP)**
- The HKEAA is responsible for monitoring the quality of assessments conducted by CPs to ensure the overall appropriateness of the assessment results



# 2022 HKDSE ApL Results

- 3,229 number of subjects assessed
- 41 subjects (including three ApL Chinese (for non-Chinese speaking students))
- Overall results (except for ApL C):
  - Attained or above: **92.4%**
  - Attained with Distinction (I) or above: **29%**
  - Attained with Distinction (II): **9.2%**



# Results of 2022 ApL Chinese (for non-Chinese speaking students)

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- 116 no. of subjects assessed
- Three ApL (for non-Chinese speaking students) courses
- Overall results:
  - ‘Attained’ or above: **94%**
  - ‘Attained with Distinction’: **24.1%**



# Reporting System of ApL Subjects

Reported in 3 grades:

*\* Attained with Distinction (II)*

*\* Attained with Distinction (I)*

*Attained*

*\* Attained with Distinction (I) is comparable to L3 while Attained with Distinction (II) is comparable to L4 or above for Category A subjects*



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# ***ApL Chinese*** ***(for non-Chinese speaking students)***

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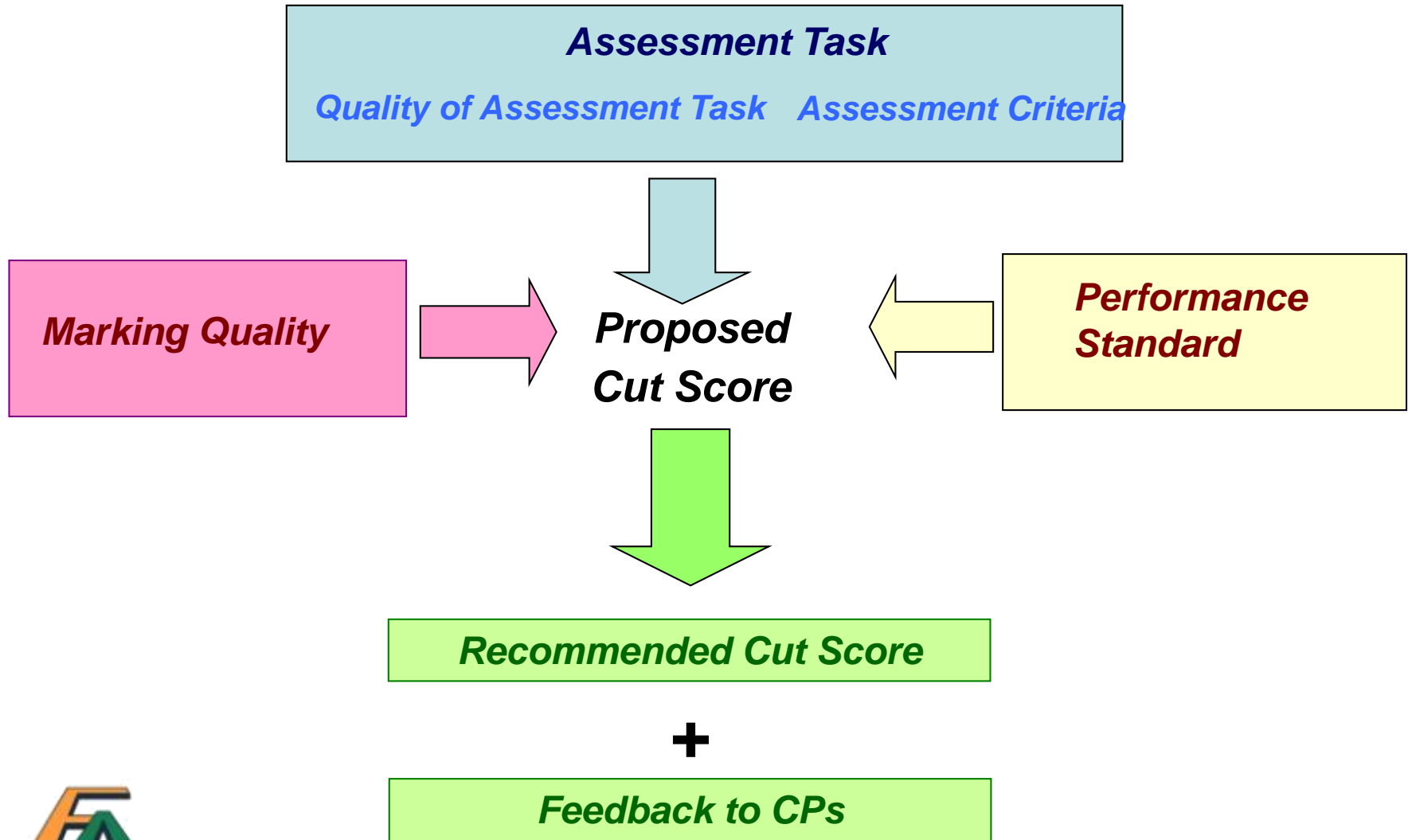
**Reported in 2 grades:**

***Attained with Distinction***

***Attained***



# Determining the level of 'Attained': Course Moderation by Expert Judgement



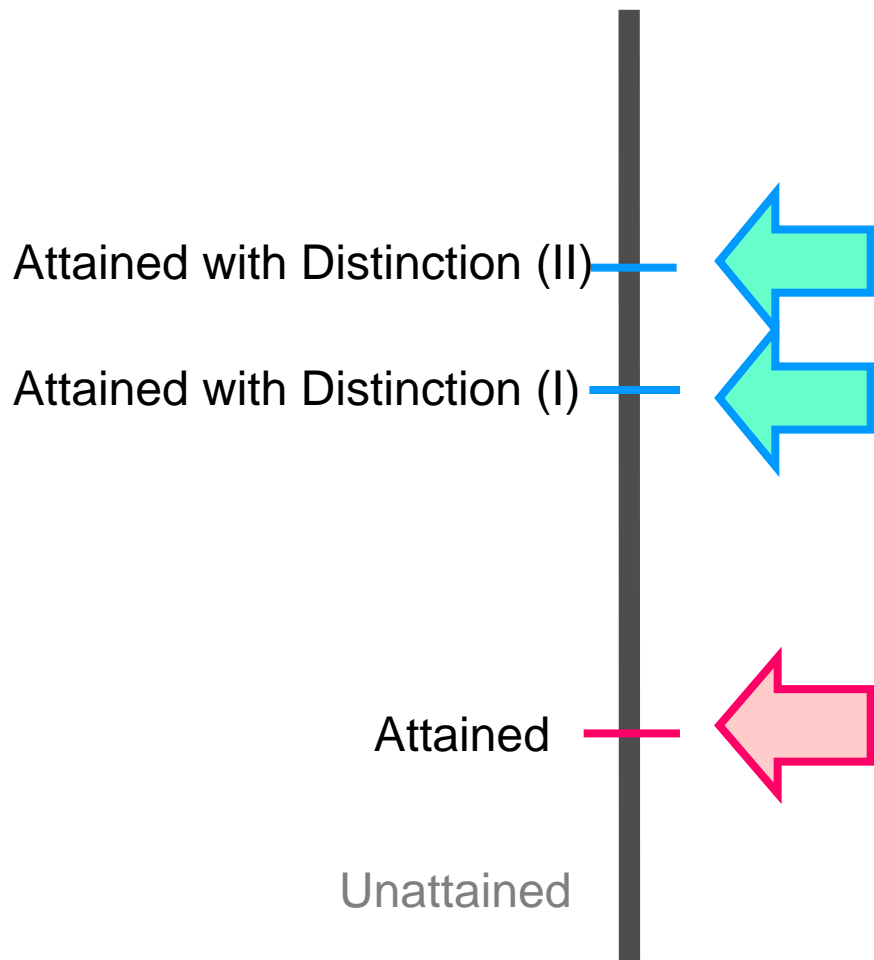
# Considerations for deciding a cut score of 'Attained'

<p><b>1. Assessment Task</b> <i>(validity)</i></p>	<p><u>Assessment Tasks and Criteria</u></p> <ul style="list-style-type: none"><li>• Relevance</li><li>• Coverage/sufficiency</li><li>• Cognitive requirement</li><li>• Discriminatory power</li><li>• Structure of test/exam paper</li><li>• Appropriateness (e.g question type)</li><li>• Weightings of questions/sections</li></ul>
<p><b>2. Marking Quality</b> <i>(reliability)</i></p>	<ul style="list-style-type: none"><li>• Accuracy</li><li>• Consistency</li><li>• Compliance with marking criteria</li></ul>
<p><b>3. Performance Standard</b></p>	<ul style="list-style-type: none"><li>• Mark statistics</li><li>• Samples of performance</li><li>• Performance Descriptors of 'Attained'</li></ul>





# Determining Distinction Levels by Statistical Method



## Cut score for Attained with Distinction (II)

- Award percentage is determined statistically based on the **Group Ability Index (GAI)** for Level 4 or above of HKDSE core subjects

## Cut score for Attained with Distinction (I)

- Award percentage is determined statistically based on the **Group Ability Index (GAI)** for Level 3 of HKDSE core subjects

## Cut score for Attained

- Proposed by CP
- Moderated by a panel of judges with reference to samples of students' work in relation to the Performance Descriptors



# Performance Descriptors of 'Attained' (PD)

## 「達標」等級表現描述

科目名稱：	形象設計
學習範疇：	創意學習
課程提供機構：	職業訓練局

獲取此等級學生的典型表現：

1	展示對形象設計的概念、原則及議題，有基礎的認識和理解
2	應用基本的设计概念和繪畫技巧，建構具藝術觸覺及符合公眾市場需求的形象設計意念
3	在研究及發展形象設計意念時，展示基本的演示、組織及協
4	於形象設計的活動中，以設計行業的適當詞彙及媒體，表達
5	展示基本的解難和決策能力，分析及評估不同形象設計的特可行的解決方案
6	展示對形象設計的專業操守及職責的認知及尊重，並意識到化的影響，以及為生活形態帶來的轉變
7	對形象設計行業的未來發展趨勢有基本的認識，並能夠識別機會

## Performance Descriptors of Attained

Subject:	Image Design
Area of Studies:	Creative Studies
Course Provider:	Vocational Training Council

Students at this level typically:

1	demonstrate a basic knowledge and understanding of the concepts, principles and issues of the image design industry
2	apply basic design concepts and drawing skills to demonstrate ideas in creating images with aesthetic appeal for individuals and/or mass markets
3	apply basic presentation skills, organisational skills and collaborative skills in the research and development of a range of image design ideas
4	communicate simple ideas in image design with appropriate terminology and in the appropriate media for the design industries
5	demonstrate basic problem-solving and decision-making skills when analysing and evaluating different design elements, and propose feasible solutions for image design problems
6	demonstrate a basic understanding of the work ethics and responsibilities required of an image designer, as well as the cultural influences and lifestyle changes brought about by the industry
7	demonstrate a basic understanding of the future trends of the image design industry and the ability to identify opportunities for self-development



# Assessment Scheme

## Assessment Scheme

2026

Subject: 689 - Animal Care Area of Studies: Applied Science Course Provider: SCOPE, City University of Hong Kong

Task No.	Task Name	Assessment Method	Brief Task Description	Assessment / Submission Date	Contribution to Final Score (%)
1.	Case study on role of animal in society and human & animal interactions	Oral Presentation	Students in groups are required to collect and analyse information of an animal species and give a presentation on the features of the species, discuss its role(s) in society and its relationship with human beings.	October Year 1	10%
2.	Exercise on identifying animal welfare needs	Written Report	Students are required to analyse an animal story / case incident, describe the situation, discuss how the welfare needs of this animal is impacted positively and negatively, and suggest how improvements can be made.	December Year 1	15%
3.	Test on applied animal anatomy & physiology and basic animal behaviour	Written Test	Students are required to complete a written test on applied animal anatomy and physiology as well as basic animal behaviour. Questions types include multiple-choice and short questions.	March Year 1	15%
4.	Exercise on reflection with a focus on an animal species' care and animal care work	Written Report	Students are required to choose an animal species (or an individual animal) encountered in a site visit / field trip, to reflect on the experience, focusing on the animal's care and related work.	May Year 1	15%
5.	Exercise on identification of dog behaviours during exercising & socialisation	Written Exercise	Students are required to watch videos & pictures of dogs socialising / interacting with each other and with people, identify the behaviours exhibited by the dogs and answer questions related to aspects, such as breed, life stage and emotional state etc.	July Year 1	10%
6.	Practical assessment on animal accommodation preparation	Practical Assessment	Students are required to prepare suitable accommodation that caters for the needs of the animal concerned, such as health & safety, bedding, enrichment etc., according to a simulated scenario.	September Year 2	15%
7.	Project on care planning	Written Report and Oral Presentation	Students are required to develop a husbandry care plan according to the features and needs of the animal concerned to provide appropriate care.	November Year 2	20%

# *Points to Note*



# Registration for HKDSE

- Students taking ApL subjects ***must register through schools*** to enter for HKDSE
- Students ***must enter the correct exam cohort*** e.g. 2026 HKDSE for students taking the 2024-26 study cohort, regardless of whether they are S4, 5 or 6 in their own school
- Entries from private candidates will normally not be accepted



# ApL Repeaters

- S6 repeaters may re-take the **same ApL subjects** as school candidates with the support of CP
- It should be noted that:
  - Y1 marks will not be counted
  - Y2 marks will be proportionally adjusted to 100%
  - Y2 assessment should constitute at least 50% of the subject total; otherwise, alternative assessments will be required



# Attendance Requirement

- Minimum attendance requirement of 80%
- DSE result reported as 'Unattained' if attendance is less than 80%



# SEN Provision

- Aims of special arrangements:
  - to allow students to be **equitably** assessed under suitable conditions without having an unfair advantage or disadvantage over other students
- Discretion should be exercised in providing special arrangements to SEN students, **depending on the nature and severity of their disabilities**





# SEN Provision (Cont'd)

- SEN students' data will be treated the same as other ordinary students' data
- Details regarding SEN provision:
  - ApL Assessment Information Package
  - Guidelines on SEN arrangements  
[http://www.hkeaa.edu.hk/tc/Candidates/special\\_needs\\_candidates/index.html](http://www.hkeaa.edu.hk/tc/Candidates/special_needs_candidates/index.html)
  - 'Integrated Newsletter(融情)'  
<http://www.edb.gov.hk/tc/edu-system/special/overview/newsletter/32/index.html>



# Useful links

- **HKDSE Regulations and Assessment Frameworks**  
[http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Exam\\_Regulations/2016HKDSE\\_Regulation\\_E.pdf](http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Exam_Regulations/2016HKDSE_Regulation_E.pdf)
- **Applied Learning Subjects**  
[http://www.hkeaa.edu.hk/en/HKDSE/assessment/subject\\_information/category\\_b\\_subjects](http://www.hkeaa.edu.hk/en/HKDSE/assessment/subject_information/category_b_subjects)
- **Grading Procedures and Standards-referenced Reporting in the HKDSE Examination**  
[http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/HKDSE\\_SRR\\_A4booklet\\_Mar2018.pdf](http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/HKDSE_SRR_A4booklet_Mar2018.pdf)



Thank You!

